

May 15, 2003

**I. CALL TO ORDER**

Chairman Rossetti called a Long Range Planning Committee of the Whole Meeting of the School Committee to order in the Auditorium at the East Somerville Community School, at 6:45 p.m., to discuss the Question 2 Implementation Plan.

**II. ROLL CALL**

Present were Ms. Cardoso, Ms. Harris, Ms. Bauer, Mr. Sullivan, Ms. Taylor, Ms. Murray and Ms. Rossetti.

Mayor Gay and Alderman O'Donovan were absent.

Also present were Dr. Albert F. Argenziano, Superintendent of Schools, Dr. Steven F. Jenkins, District Administrator for Student Services, Ms. Marie B. Ferrari, Assistant Superintendent for Finance and Administration, Mr. Robert A. Snow, Assistant Superintendent for Curriculum, Instruction and Assessment, and approximately 250 members of the audience.

Translators present were: Herenia Hernandez – Spanish; Judith Alexandre – Haitian; and Simone Braga – Portuguese.

**III. Question 2 Implementation Plan**

Ms. Rossetti invited Superintendent of Schools, Dr. Argenziano, to begin the meeting and informed the audience that following the Superintendent's opening, Dr. Jenkins, District Administrator for Student Services would be presenting a power point overview on the Question 2 Implementation Plan for the Somerville Public Schools.


Dr. Argenziano welcomed the community to this evening's meeting and informed them that this past Monday, May 12, 2003, the Somerville School Committee adopted and approved the Question 2 Implementation Plan for the Somerville Public Schools that was presented to them by the School Administration. He explained that before the start of tonight's Long Range Planning Committee meeting the School Committee met to take a vote on one question, Section V (Necessary Considerations for 9-12 EL Classes) Items A and B on page six of the Question II Implementation Plan. A codicil was added to Item B, for the class of 2004, and this wording was put into the document. This change was done under the Rules Management Committee because it is similar to a policy change. This will also be included in the Somerville Student Handbook and the Parent/Guardian Guide that students receive on the opening days of school.

The Superintendent let the audience know that the Question 2 document was available in all languages for those who wanted a copy, to follow along in their own language, and translators were also present to assist the public.

The Superintendent then invited Dr. Jenkins to begin the presentation on Somerville Public Schools Plan for Implementing Question 2. Dr. Jenkins, with the assistance of Ms. Patti Marques, gave a detailed showing of the plan, as follows:

III. Question 2 Implementation Plan (cont.)

Implementation of Question 2



Dr. Albert F. J. ...  
Superintende  
Somerville Public Schools  
Spring 2003

Question 2 Implementation Plan  
Topic Outline

- I. Kindergarten
- II. Grades 1-8 Sheltered English Immersion Program
- III. Grades 1-8 Additional Services
- IV. Grades 9-12 Sheltered English Immersion Program Services
- V. Necessary Considerations for 9-12 EL Classes

***I. Kindergarten***

- All-Day Kindergarten will be offered
- Maintain class size average of 20-1
- Selected classes taught by teacher certified in Early Childhood and fluent in appropriate target language

***II. Grades 1-8 Sheltered English Immersion Program***

- Taught by certified Elementary teachers fluent in the target languages
- Offered across all grades
- At Capuano Center and ESCS, fluent in Spanish
- At LPCS, fluent in Portuguese.
- At Healey, fluent in Haitian
- Remaining Low-Incidence populations housed at PHCS and taught by certified ESL teacher.

***III. Grades 1-8 Additional Services***

- Mixed-grade classes offered at Capuano Center, ESCS, LPCS, and Healey and/or PHCS as needed.
- Alternative Bilingual Education Programs and/or appropriate support services also available for students receiving waivers

***IV. Grades 9-12 Sheltered English Immersion Program Services***

- Double-block English Literacy Skills offered each year and taught by certified ESL teachers.
- All major subjects in Math, Social Science and Science for ELL students will be taught by a teacher certified in subject matter and fluent in appropriate target language.

III. Question 2 Implementation Plan (cont.)

**V. Necessary considerations for  
9-12 EL classes**

- All sheltered immersion classes will be considered Standard Courses for the purpose of computing GPA *(referred to Rules Subcommittee)*
- Students enrolled in double-block English Literacy Skills classes will be entitled to enroll in a World Language course consistent with second language experiences, and will receive credit for this course in lieu of a Fine Arts requirement toward graduation, if necessary. *(referred to Rules Subcommittee)*

**V. Necessary considerations for  
9-12 EL classes (continued)**

- Students enrolled in double-block English Literacy Skills classes will be entitled to utilize that class toward the graduation requirement for English on a year-by-year basis, thus waiving the current requirement for English.
- These students waived in the English requirement will be allowed to choose an appropriate English class and level of English class toward graduation after input by the Guidance Counselor and the English Department Head.

**Process**

- Policies developed and approved by School Committee
- Reasonable and Less than Reasonable Fluency defined
- Appropriate meetings conducted with parents/guardians, administration and staff
- Creation of a Parent/Guardian notification letter informing of reorganization, student placement and rights and program options under Question 2.
- Creation of Parent/Guardian Exception Waiver and procedures

**Intent of the Law**

- Question 2 was designed to provide a Structured English Immersion Program (SEIP) for all Limited English Proficient students or English Learners (ELs),
- Not normally intended to exceed one year before placement into the English Mainstream program.
- Options are permitted, under the law, given student circumstances, including additional time in English Immersion or placement in Alternative Bilingual Programs.

**Program Design Options**

- **Full Immersion Programs** (Kindergarten only)
- **Structure English Immersion Programs** (SEIP's) for students with less than reasonable fluency in English
- **Structured English Immersion Programs** (SEIP's) for **low incidence** population students with less than reasonable fluency in English
- **English Mainstream Classroom**
- **Alternative Bilingual Programs** for students with approved waivers

**Full Immersion  
(Kindergarten Only)**

- English Learners with less than reasonable fluency are placed in Full Immersion classrooms.
- Teachers certified in Early Childhood/Elementary and fluent in one of the Target Languages
- Teachers work with students providing academic and additional services to attain Fluent English Proficiency while meeting grade level standards

IV. Question 2 Implementation Plan (cont.)

Components of Full Immersion

- Full English Immersion Instructions
- Clarification as needed in target language
- English Language Arts
- English Language Development instruction and support as needed
- Specially Designed Academic Instruction in English (SDAIE) as needed

Grades 1-8 Sheltered English Immersion Program (SEIP)

- Program placement for English Learners (ELs) with less than reasonable fluency in English.
- Students are provided daily English Language Development instruction with sheltered instruction in English working towards grade level state standards
- Taught by a teacher who is appropriately certified and fluent in the target language.

Components of 1-8 SEIP

- English Language Development
- Content English Language Development/Specially Designed Academic Instruction in English
- English Language Arts
- Primary Language Support

Grades 1-8 SEIP Low Incidence Population

- Students included in Low Incidence populations who are less than fluent in English are provided daily English Language Development instruction with sheltered instruction in English
- Students work towards grade level standards
- Taught by a certified ESL teacher.

SEIP Low Incidence Population Components

- English Language Development
- Content English Language Development/Specially Designed Academic Instruction in English
- English Language Arts

Grades 9-12 Sheltered English Immersion Program

- Double-block English Literacy Skills will be offered each year and will be taught by a teacher who is certified in ESL.
- All major subjects in Social Studies, Mathematics, and Science for EL students will be taught by a teacher who is certified in the subject and fluent in the appropriate target language.

V. **Question 2 Implementation Plan** (cont.)

### English Mainstream

- EL students with reasonable fluency are placed in English mainstream classes.
- Teachers may help students recoup any academic deficits and provide additional and appropriate services to bring students to reclassification Fluent English Proficiency (FEP) and to meet grade level standards.

### English Mainstream Components

- English Mainstream Instruction
- English Language Arts
- English Language Development instruction and support as needed.
- Specially Designed Academic Instruction in English as needed
- No primary language support

### Alternative Bilingual Education Programs

Students receive primary language instruction to help meet academic standards and access the core curriculum while acquiring English

**Programs:**

- Transitional Bilingual Education

### Alternative Bilingual Education Program Components

- Instruction in grade level language arts, math, and other content subjects in primary language and Specially Designed Academic Instruction in English based on program designs
- English Language Development
- Approved Parent/Guardian Exception Waivers

### Parent/Guardian Exception Waivers

- Students under 10 years of age (Grades K-5) with special individual needs and with less than reasonable fluency in English - English Learners (ELs)
- Students age 10 or older (Grades 6-12) with less than reasonable fluency in English

**Parent /Guardian Notification**

- Initial Student Identification Process
- Annual Notification Process

### Waiver Conditions and Authorization Students under 10 (K-5)

The decision to issue a waiver is made by the school district officials, after the student's parent or legal guardian has filed a waiver application by personally visiting the school in which the student is enrolled.

VI. Question 2 Implementation Plan (cont.)

**Waiver Conditions for K-5**

***Waivers allowed under the following conditions:***

- Student has been placed in an English Language classroom for at least 30 calendar days before parent applies for waiver.
- Documentation by school officials in no less than 250 words that the student has special and individual physical and/or psychological needs, separate from lack of English proficiency, that requires an alternative course of educational study and inclusion of such documentation in the student's permanent school record
- Authorizing signatures on waiver application of both the superintendent and the school principal

**Waiver Conditions and Authorization**

**Students age 10 or older (6-12)**

The decision to issue a waiver is made by school district officials after the student's parent or legal guardian has filed a waiver application by personally visiting the school in which the students is enrolled.

***Waivers are allowed under the following conditions:***

- It is the informed belief of the school principal and educational staff that an alternative course of educational study would be better for the student's overall educational progress and rapid acquisition of English.
- Authorizing signature on waiver application of principal only.

**Process Revisited**

- Policies developed and approved by School Committee
- Reasonable and Less than Reasonable Fluency defined
- Appropriate meetings conducted with parents/guardians, administration and staff
- Creation of a Parent/Guardian notification letter informing of reorganization, student placement and rights and program options under Question 2.
- Creation of Parent Exception Waiver and procedures

Following the presentation, Ms. Rossetti welcomed questions from the community. Fourteen members of the audience addressed the school committee and administration. The committee recommended moving discussion regarding the cost of the waiver training to the next Finance and Facilities Meeting.

In closing, Ms. Rossetti thanked Dr. Jenkins for his power point presentation, and also the community, for their attendance and participation during this evening's meeting.

IV. **ADJOURNMENT**

The meeting was adjourned at 8:55 p.m. by voice vote.

Dr. Albert F. Argenziano  
Secretary